



**2009 French**

**Advanced Higher – Reading and Translation**

**Finalised Marking Instructions**

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## A General Procedure

- 1 Before marking proper begins, it is the responsibility of the marking team to fix appropriate standards. The marking process will therefore be divided into two stages: a **preliminary** stage which will be exploratory and aimed at establishing the standards to be applied, and the **marking** stage when scripts will be marked according to an agreed scheme, on the basis of photostat scripts.

### 2 Preliminary Stage

This covers the period from the time the Markers receive their scripts and photocopies to the Markers' Meeting.

When you receive the first batches of scripts, you should read a sufficient number to feel you have a reasonable impression of the general level of the candidates' work, then mark, **provisionally** and in pencil only, as many as you can before the Markers' Meeting with the purpose of testing how the Marking Instructions work in practice. While carrying out this provisional marking, any points which have not been covered by the key, and any other points which may help with the process of standardisation, should be entered on one of the copies of the Marking Key.

The photostat copies should also be marked and brought to the Markers' Meeting, where they will serve as a basis for comparison of standards and general discussion on marking.

### 3 Markers' Meeting

In discussion of these Instructions and the photostat scripts, you will have the opportunity of discussing any points of difficulty or any doubt on matters of procedure or marking. You should bring both copies of the Marking Instructions to the meeting, the one with the preliminary notes, the other for the insertion of any amendments made at the meeting. The second, revised copy should be used as the basis for the marking proper. The decisions made at the Markers' Meeting will be binding on Markers, and the Marking Instructions, as revised, must be followed closely. Should any reservations occur to you during the course of marking proper, you should mention them in your report, but if the preliminary stage is carried out thoroughly, such reservations should be very infrequent.

You may also bring selected scripts with you to the Markers' Meeting if you have encountered any particular points of difficulty which may warrant the examination of complete scripts. However you must scrupulously observe the Scottish Qualifications Authority's ruling that scripts may not be read or marked in public places or on public transport. In general, you must observe the highest standards of caution when carrying scripts about with you. (See Terms and Conditions of Employment of Markers on Form Ex51(a) sent with your letter of invitation to serve as a Marker.)

#### 4 Marking Stage

This covers the period from the Markers' Meeting until the final date for the return of scripts to SQA. By that date all marked scripts, Mark Sheets and Reports should be returned to SQA.

Marking should be carried out according to the scheme which follows, taking into account any modifications which may be decided on at the Markers' Meeting.

The mark for this Paper is out of 50.

In the case of serious doubt about an assessment, you must award a mark and then refer the piece of work to the Principal Assessor. To do this, write "PA Referral" underneath the "For Official Use" section on the front of the script and complete a Principal Assessor Referral form (copies of which are enclosed in your Marker's pack). (Also see 'Entries on the Mark Sheets' sub-para 3.) **Do not write the reasons on the script itself. Do not make an entry on the outside of the envelope.**

#### General criteria for marking

Translation:

The translation into English is allocated 20 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown. The total number of marks gained will, where necessary, be converted to a score out of 20.

<i>Category</i>	<i>Mark</i>	<i>Description</i>
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

#### B Detailed Marking Key

See attached sheets for detailed notes on each question.

## 2009 French Advanced Higher

### Reading and Translation

1. At the end of the opening paragraph the author talks of the gradual emergence of 'une ville à la carte' (lines 21-22), where everything is possible all the time. She gives many illustrations of this phenomenon earlier in the same paragraph.

(a) Give two examples quoted of how Parisians have benefited or might benefit from this 24-hour society. 2

- (On 20 July 2007) WH Smith/A bookshop in Paris remained open until 3am so that fans could buy the 7<sup>th</sup>/new/latest Harry Potter book.
- On the Champs-Élysées you can pick up your photos just before midnight.
- Not far from there a chemist is open 24 hours a day.

(Any 2)

(b) What 24-hour services does the author mention that are now available? 2

- You can buy an air ticket (at any hour of the day).
- (In Mulhouse) even crèches/nurseries are open (24 hours a day) for parents who work irregular hours/shifts.
- You can find a chemist shop open (if not already awarded a mark in question 1a).

(Any 2)

2. (a) What changes have occurred in people's lives since the 19<sup>th</sup> century? 4

- In the last 20 years we have lost one hour of sleep.
- We switch off our lights on average at 11 pm instead of 9 pm 50 years ago.
- Days have become longer, with shopping, meals and outings being pushed further into the night.
- More and more people are working outside traditional working hours, especially at night/7.3 % of women and 20.3% of men work at night.

(b) How have public services in Paris responded to these changes? 3

- The RATP launched a network of night buses (in 1997, and its traffic has trebled since then).
- The (Paris) authorities/mayor are/is now offering late/night sessions at 5 (soon to be increased to 9) out of 27 swimming pools/(In Paris) 5 out of 27 swimming pools are open all night.
- They/he/she are/is considering doing the same for museums, town halls and crèches.

3. (a) **What point about the idea of fear does the author make, and how does she illustrate this?** 3
- She makes the point that conquering the night does not dispel fears that have always existed/still exist/will always exist.
  - She illustrates this by referring to notices at the entrance to blocks of flats/buildings asking people to close the door after 10 pm.
  - And by mentioning the Old Navy brasserie in Paris, which, although open 24 hours a day, is locked at night (accept brewery for brasserie).
- (b) **She goes on to quote Luc Gwiazdzinski (author of the book *La Ville 24 heures sur 24*). What points does he make about the night?** 3
- We see less well/our visual perception is less acute at night, which can lead to feelings of fear.
  - He says, however, that the night is in fact no more dangerous than the day.
  - There are not more deaths at night, although there are more muggings/attacks and acts of vandalism.
- (c) **How does Luc Gwiazdzinski sum up the situation?** 1
- He says that (at night) we alternate between two messages: “I’m free” and “I’m frightened”.
4. (a) **Extending the day into the night requires extra lighting. What consequences can this have for the natural world, according to the article?** 3
- Photosynthesis no longer happens normally/It affects photosynthesis.
  - Many species of insect are disappearing.
  - Glow worms can no longer locate females of the species, as the glow they emit is weaker than that of lampposts.
  - It is no longer possible to look at/see the stars (because of light pollution).
- (Any 3)
- (b) **What effects can blurring the distinction between day and night have on human wellbeing and human health?** 2
- Sleeping during the day has a less restorative effect/is less refreshing (accept less repairing) than sleeping at night/Sleep during the day is more fragile/is lighter.
  - Lack of rest can lead to weight problems, heart problems and reduced life expectancy.

5. Now consider the article as a whole.

**From your reading of the article, do you think the author feels positive or otherwise about the changes she describes? Justify your answer with close reference to the text.**

7

On the whole the article might at first seem fairly evenly balanced between the positive and negative effects of the 24-hour society, although the very fact that the author asks the question ‘Est-ce un progrès?’ at the end of the first paragraph, in which she has listed some of things that people are now able to do at practically any hour of the day or night, perhaps implies that she does not really think this trend is actually progress. After all, the impatient Harry Potter readers could just as easily wait until the next morning to be satisfied, as could the people who might want to pick up their photos ‘juste avant minuit’. It does not take account of the problems faced by people who have to work at odd hours to make these things happen. This is a point raised later on in the article. Indeed it would not be necessary to have crèches opening 24 hours a day if parents didn’t have to work at night, although there are obviously some sectors where night work is essential. The use of the word ‘dévore’ in the title might already sound a warning note, with its powerful image of the day ‘gobbling up’ the night. A similar note is struck in the penultimate paragraph when the author talks of the day starting to ‘bite into’ (*mordre sur*) the territory of the night (lines 101-102), although she is talking at that point about the introduction of public lighting in the 17<sup>th</sup> century!

However, there are undoubtedly advantages. The use of the expression ‘une ville à la carte’ suggests freedom of choice, which is normally considered to be a good thing. This is echoed later on in the article, when Luc Gwiazdzinski in his book on the 24/24 city identifies this feeling of freedom (line 75) as one of the consequences of the trend towards ‘La Ville 24 heures sur 24’.

The other side of the coin, however, is the fear (*J’ai peur*, line 75) that people can still experience at night, despite all these changes and despite the money spent and environmental damage caused by extra lighting in our cities. Paragraph 4 makes the point that we are still nervous of the night, so reclaiming the night in ways that the author has been outlining in the first 3 paragraphs has not really been successful in dispelling these fears, which may in any case be inevitable, again according to Luc Gwiazdzinski, because we see less clearly in the dark. It’s going to take more than some extra lighting and increased public services to dispel fears ‘qui existent depuis toujours’ (line 57).

Also on the negative side are the consequences for people who have to work at night. As the author states in line 89, man is essentially a daytime animal. So having to work at night may be considered unnatural (indeed it was banned in the 19<sup>th</sup> century). In the last paragraph the author quotes sleep specialist Sylvie Royan-Parola who maintains that sleeping during the day, which people who work at night have to do, is less beneficial than sleeping at night (*Le sommeil est plus fragile*, line 128). Lack of sleep, for whatever reason, can have negative effects on human health, as we said in our answer to question 4b. In the penultimate paragraph the author has already drawn attention to the harmful effects that excessive lighting (Toulouse, for example, spends 1.2 million euros a year on its lighting of public spaces – other cities have similar plans) can have on fauna and flora, a fact which worries the ‘Association nationale pour la protection du ciel nocturne’. The extra lighting in towns may be of better quality and make people feel safer, but it is expensive in financial and in environmental terms.

The last paragraph also makes the point that human beings need rhythms in order to exist. This is a biological need (lines 123-124), according to Luc Gwiazdzinski. Simple things like the 8pm news on TV and the first métro act as points of reference (*autant de repères*, lines 121-122) and mark the *coupure* between day and night. The author would seem to imply that taking these away and turning the night into another kind of day lead to a decline in the quality of life. Despite this, she sounds a more optimistic note in the last few lines of the article with the quotation from the sleep specialist, who suggests that in the long term our rhythms may adapt to this new type of society. The author herself believes that France has not yet embraced the American model of 24/24, 7/7, and so she is confident that '*la nuit a de beaux jours devant elle*' (lines 136-137). She ends with this light-hearted and rather arresting play on words. As to whether the blurring of the distinction between night and day is a good or a bad thing, perhaps the jury is still out!

## 5. Continued

**Credit should be given in question 5 for well developed answers and for the candidate's own ideas appropriately backed up with reference to the text. It is not necessary to mention all of the above points to gain full marks in this question.**

**There are pegged marks for question 5: 7, 5, 3, 1 or 0.**

This question requires the candidate to display appropriate inferencing skills. Points given above illustrate inferences which are clearly appropriate. Markers should use their own professional judgement on the appropriateness of any other inference drawn by the candidate.

### **Pegged Mark Criteria for Question 5 (inferential question)**

- A pegged mark must be awarded only after reference to the specific guidance given above.
- A range of performance is available within each of the criteria.
- A mark of zero will be awarded to a performance which offers no appropriate inferencing skills, as outlined in the criteria for the other pegged marks.

<b>Pegged Marks</b>	<b>Criteria</b>
<b>7</b>  <b>OR</b>  <b>5</b>	The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Marking Instructions.
<b>3</b>  <b>OR</b>  <b>1</b>	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.
<b>0</b>	The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.



## **6. Translation into English**

The translation into English is awarded 20 marks. The text for translation will be divided into 10 sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translations into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown. The total number of marks gained will, where necessary, be converted to a score out of 20.

**Please also refer to Marking Criteria P3.**

## TRANSLATION

### UNIT 1

TEXT	Accept (2)	(1)	Reject (0)
<p><b>Une autre idée se développe: si la nuit est dangereuse, occupons-la.</b></p> <p>Une autre idée se développe</p> <p>occupons-la</p>	<p><b>There's another idea emerging: if the night is dangerous, let's take it over.</b></p> <p>Another idea is emerging/is growing            Another idea is coming to the fore            Another idea is being developed            Another idea is developing            Another idea is forming</p> <p>let's occupy it/let's fill it            let's make/keep it busy            let's deal with it  <u>we'll</u> occupy it/<u>we'll</u> fill it etc</p>	<p>A different idea...            develops            develops itself            emerges            is developed            developed            has developed</p> <p>we occupy it            occupy it/fill it            (we) deal with it            (we) keep it busy            we can take charge of it</p>	<p>occupy there            we are living in it            we look after it</p>

## UNIT 2

TEXT	Accept (2)	(1)	Reject (0)
<p><b>Parce que le centre-ville, désert après 20 heures, devenait peu sûr,</b></p> <p>désert</p> <p>20 heures</p> <p>devenait</p> <p>peu sûr</p>	<p><b>Because the town centre, which is deserted after 8pm, was becoming somewhat unsafe,</b></p> <p>(like) a desert empty dead</p> <p>20.00 8 o'clock at night</p> <p>not very safe unsafe rather unsafe a little unsafe less safe risky</p>	<p>a dessert</p> <p>any wrong time</p> <p>has become became</p> <p>somewhat unreliable</p>	<p>is becoming will become could become can be</p> <p>rarely reliable a bit sure/safe</p>

### UNIT 3

TEXT	Accept (2)	(1)	Reject (0)
<p><b>la municipalit� de Saint-Denis a choisi, un vendredi par mois, d'animer la nuit</b></p> <p>la municipalit�</p> <p>a choisi</p> <p>un vendredi par mois</p> <p>d'animer la nuit</p>	<p><b>the local authorities in Saint-Denis decided to bring the night to life (on) one Friday a month</b></p> <p>the Council the municipality the town</p> <p>has decided to chose/has chosen to elected/has elected to</p> <p>for one Friday</p> <p>(decided) it would bring the night to life to fill the night with entertainment to liven things up at night to liven up the night</p>	<p>the area</p> <p>a Friday a month</p> <p>to animate the night</p>	<p>to lead the night</p>

#### UNIT 4

TEXT	Accept (2)	(1)	Reject (0)
<b>en partenariat avec les théâtres, les cinémas, les musées et les cafés-restaurants.</b>  en partenariat avec  les cafés-restaurants	<b>in association with (the) theatres, cinemas, museums and café-restaurants.</b>  (working) in partnership with in conjunction with in tandem with in collaboration with  cafés restaurants	  by partnering in partner with with by opening	  leaving

## UNIT 5

TEXT	Accept (2)	(1)	Reject (0)
<p><b>Mais on risque ainsi de remplir le calendrier nocturne</b></p> <p>Mais</p> <p>on risque</p> <p>ainsi</p> <p>le calendrier nocturne</p>	<p><b>But (this means) we risk filling the night calendar</b></p> <p>Yet/However</p> <p>we are in danger of we are liable (to fill...to forget) (in) this way we are in danger of we are thus in danger of as a result we risk we run the risk of there is a risk of you risk</p> <p>omit altogether thus (in) this way as a result then by doing this</p> <p>the nocturnal calendar the night-time the night-time schedule</p>	<p>they risk</p> <p>also so</p>	

## UNIT 6

TEXT	Accept (2)	(1)	Reject (0)
<p><b>seulement de manière festive et d'oublier le travail nocturne -</b></p> <p>seulement de manière festive</p> <p>le travail nocturne</p>	<p><b>solely with entertainment and (of) forgetting night work</b></p> <p>in a purely festive way in a purely festive manner in a festive way only solely with leisure activities only with leisure activities with only festivities only with fun things</p> <p>people who work at night/during the night/in the night night-time workers late-night work the night shift night jobs</p>	<p>only in the manner of a festival only <u>with</u> festive manner</p> <p>nocturnal work <u>the</u> work work of the night (the) night job</p>	

## UNIT 7

TEXT	Accept (2)	(1)	Reject (0)
<p><b>un travail en aucun cas égal au travail de jour.</b></p> <p>un travail</p> <p>en aucun cas</p> <p>égal au</p> <p>travail de jour</p>	<p><b>which is in no way equal to daytime work.</b></p> <p>work (which is) in no way equal to daytime work</p> <p>a type of work jobs</p> <p>in no circumstances</p> <p>the same as equivalent to comparable to/like equates to/with equals</p> <p>day work work during the day work in the day</p>	<p>a job a work</p> <p>in no case</p> <p>work of the day (if not already penalised for ‘work of the night’)</p>	<p>a job that is just as equal as</p> <p>in any case</p>



## UNIT 8

TEXT	Accept (2)	(1)	Reject (0)
<p><b>Car l'homme est avant tout un animal diurne.</b></p> <p>Car</p> <p>l'homme</p> <p>avant tout</p> <p>un animal</p> <p>diurne</p>	<p><b>Because man is first and foremost a day animal.</b></p> <p>For Since As</p> <p>above all essentially predominantly more than anything above everything else</p> <p>a creature</p> <p>daytime daylight</p>	<p>the human mankind <u>the</u> man</p> <p>before everything before all before anything after all</p> <p>a beast</p>	<p>the male</p>

## UNIT 9

TEXT	Accept (2)	(1)	Reject (0)
<p><b>Pourtant, de nos jours, on grignote de plus en plus tard.</b></p> <p>Pourtant</p> <p>de nos jours</p> <p>on grignote</p> <p>de plus en plus tard</p>	<p><b>And yet nowadays we are eating later and later.</b></p> <p>However Yet Nonetheless Nevertheless</p> <p>today now in our time(s)</p> <p>meal times are we eat/are eating we nibble/are nibbling we snack people eat</p> <p>increasingly late</p>	<p>of our days</p> <p>you eat they eat</p> <p>more and more later increasingly later more and more late later</p>	

## UNIT 10

TEXT	Accept (2)	(1)	Reject (0)
<p><b>La progression des épiceries automatisées ouvertes en continu en témoigne:</b></p> <p>La progression</p> <p>épiceries automatisées</p> <p>automatisées</p> <p>en continu</p> <p>en témoigne</p>	<p><b>This is borne out by the increase in the number of automated grocery outlets open all the time:</b></p> <p>The increase in the number of ... is proof of this:</p> <p>The spread</p> <p>automated food shops/food outlets/ groceries food vending machines</p> <p>automatic</p> <p>continuously 24 hours a day</p> <p>shows this demonstrates this is evidence of this testifies to this is testimony to this</p>	<p>The progression The progress The advance The development</p> <p>in continuity continually</p> <p>is witness to this</p>	<p>continues (to testify...) is continually shown</p> <p>has been testified is shown</p>

[END OF MARKING INSTRUCTIONS]